DOCUMENT RESUME

ED 477 904 SO 035 017

TITLE	Eight Stars of Gold--The Story of Alaska's Flag. High School Activities (Grades 9-12).
INSTITUTION	Alaska State Museum, Juneau.
PUB DATE	2002-00-00
NOTE	14p.; For related documents, see SO 035 014-016.
AVAILABLE FROM	Alaska State Museum, 395 Whittier St., Juneau, AK 99801-1718. Tel: 907-465-2901; Fax: 907-465-2976; Web site: http://www.museums.state.ak.us/. For full text: http://www.museums.state.ak.us/ EightStars/activities.html.
PUB TYPE	Guides - Classroom - Learner (051) -- Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	*Academic Standards; Art; Citizenship; High Schools; Language Arts; Primary Sources; Social Studies; *State History; *State Standards; Student Evaluation
IDENTIFIERS	*Alaska; Historical Background; Oral Presentations

ABSTRACT

This activities booklet focuses on the story of Alaska's flag. The booklet is intended for use in teaching high school students. Each activity contains: background information; a summary and time estimate, Alaska state standards, a step-by-step technique for classroom implementation of the activity, assessment tips, materials and resources needed, and a vocabulary. Activities included are: "Eight Stars of Gold: The Story of Alaska's Flag (What Should I Remember about Alaska's Flag?)"; "Alaska Native Rights since Statehood (How Has the Situation in Alaska Changed?)"; "Flag Songs and Anthems"; and "Flags--Art or 'Art'? (Can a Flag Be 'Art'?)." Includes "Parts of the Catalog," an oral presentation scoring guide, a debate scoring guide, and an ideas and opinions sheet on "What is Art?" (BT)

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Alaska State Museum

Eight Stars of Gold
The Story of Alaska's Flag

High School Activities
(Grades 9 - 12)

Alaska State Museum
395 Whittier Street
Juneau, AK 99801-1718

SO 035 017

http://www.museums.state.ak.us/EightStars/activities.html

2002

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EIGHT STARS OF GOLD ACTIVITY

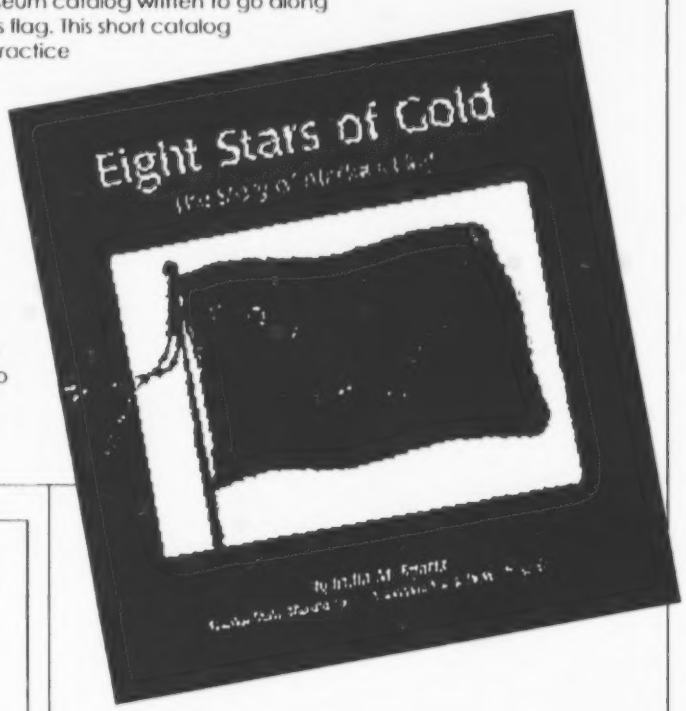
EIGHT STARS OF GOLD: THE STORY OF ALASKA'S FLAG

What should I remember about Alaska's flag?

Level: Middle School and above (grades 6-12)

Background

Eight Stars of Gold: The Story of Alaska's Flag is the museum catalog written to go along with an exhibit celebrating the 75th birthday of Alaska's flag. This short catalog gives students an excellent opportunity to learn and practice important content reading skills while learning historical facts about Alaska. The 24-page catalog is divided into an introduction, three sections, two short feature stories and a timeline. The author, India Spartz, uses historical photographs, original flag contest designs, poetry, and the state song to tell the fascinating story.



These activities focus primarily on summarization and the author's style and technique. Summarizing helps students put the essential ideas of a passage into a sentence or short statement in their own words. It is an important higher-level thinking skill, that enables one to distinguish the difference between main ideas and secondary details.

Summary

Students practice identifying and summarizing main ideas while reading the exhibit catalog about the history of Alaska's flag.

Estimated Time

Varies. If these are new skills, 120 minutes (4 sessions x 30 minutes)
If students already know how to summarize, 60 minutes (2 sessions x 30 minutes)

In this activity students will focus on the following:

Alaska Performance Standards at Benchmark 2

Reading

1a Use text structures such as illustrations, graphs, and headers to read and comprehend texts

Benchmark 3

Reading

3 Restate and summarize information or ideas from a text and connect new information or ideas to prior knowledge and experience

Alaska Content Standards

Government/Citizenship

A.1 Understand the necessity and purpose of government
A.3 Understand how nations organize their governments

Activities

Step One: Preview and practice

Tell the students that they are going to practice summarizing, a skill that helps them remember the most important ideas from this story and anything else they read. Tell them that they are going to begin by finding out how the author, India Spartz, organized the catalog to help readers find and remember the most important ideas.

Have students preview the catalog.
They should be able to locate:

- titles (blue titles on pages 5, 7, 8); sections with different colored pages or unique designs (yellow titles and purple background on pages 10-11, 13 and 20-21); photographs, sheet music, a painting (page 4), and timeline (gold color margins on pages 18-19).
- Tell the students that they should use all of these clues to help them locate and remember the most important ideas in the catalog.

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- Practice summarizing. Students identify important facts from the following selection and rewrite them into a short sentence. Read silently, or together, the first paragraph:

  On October 18, 1867, the Alaska Purchase was finalized during a flag-raising ceremony in Sitka, Alaska between Russia and the United States. When the United States purchased Alaska, it was designated a military district. The Army, the Treasury, and finally the Navy administered its government activities, while Congress enacted legislation pertaining to Alaska. However, discussion of Alaska statehood began almost immediately when, in 1869, William H. Seward, former Secretary of State and architect of the Alaska Purchase, visited Sitka and proclaimed that Alaska would soon become a territory and eventually a state. Little did he know that statehood for Alaska would take another 89 years to achieve.

- Ask, "What are the important facts?" (Answers will vary but should include: 1867 purchase, military district, William Seward said Alaska would become a state, and that statehood took 89 years.)
- Ask students to put only the most important facts into one sentence. Encourage students to discuss how to decide what is important and what can be left out. (Example: It took 89 years after purchase for Alaska to become a state.)

Step Two: Read and summarize

- It may be helpful to work as a group or in small groups while they are learning and practicing summarization skills. Have students read the first section, "The Alaska Purchase and the steps toward statehood" (pp. 5-7). Ask them to make a list of the important facts they read, either by themselves or with the group. Their goal, after reading, will be to have one or two short sentences that include only the most important ideas from these pages.
- Facts can be put on a chart or the board. These facts may include:
  - Congress made poor laws for Alaska
  - Alaskans couldn't marry, have wills, buy property or get mining claims
  - Absentee businesses controlled government
  - Alaska had colonial status
  - First Organic Act 1884 made a crude government and court system
  - Alaska was a district
  - Governor Kinkead designed a district seal that included important things about Alaska
  - Second Organic Act in 1912 made Alaska a territory
  - Elected legislature had some power to make laws
- Students should read through the list of facts, choose the most important, and compose 1-2 sentences. (Example of a summary: The people of Alaska did not like being a district without the ability to make laws. In 1912 Alaska took the first step to statehood when it was made a territory.)
- Depending on the abilities of the students, have them work independently or in teams to write summaries for the rest of the catalog. (See *Parts of the Catalog* for a list.)

Step Three: Write and discuss

- Using the summary sentences from the students, work together to write a catalog summary. The catalog summary should be a short paragraph in the students' own words (no more than 10 sentences) that tells the most important facts about the catalog.
- Have the students discuss how the author's style helped them remember information. (Example answers: I knew where to look for information. The timeline listed most important facts.)

Assessments

- Give the students a paragraph at their reading levels and ask them to write a 1-2 sentence summary. Check for main ideas and clarity.
- Ask students to explain the steps that took Alaska to statehood using only their summary paragraph. If students are unable to explain the most important steps, they should review the text and consider adding more facts in their summary sentences.
- Students could do a short talk about the catalog for another class (such as 4th graders who study Alaska history) using only their summary paragraph as a guide.

Materials and Resources

- Parts of the catalog, handout
- Exhibit catalog: Spartz, India. *Eight Stars of Gold: The Story of Alaska's Flag.* Juneau: Alaska State Museum, 2001.

Vocabulary

From Pages 10-11 for Benny Benson

amputate v. To cut off, especially by surgery
comical adj. Funny
revered v. To regard with deep respect, love
unanimous adj. In complete agreement
William Paul n. Alaskan Native leader and legislator

From Page 13 for Jesse Lee Mission Home
auspices n. Sponsorship
Bostonian n. A person from Boston
camouflaged n. Disguising to conceal from the enemy
epidemic n. Spreading rapidly among people, as a disease
habitation n. A dwelling; home
hospitalization n. To put in a hospital
Methodist Church n. A Protestant Christian church, developed by the teachings of John Wesley
tuberculosis n. An infectious disease characterized by small, rounded projections in the lungs

PARTS OF THE CATALOG

Eight Stars of Gold: The Story of Alaska's Flag

Pages	
1	Title page
2	Information page
3	Introduction by India Spartz, Guest Curator
5–7	The Alaska Purchase and the steps toward statehood
7–8	The 'Twilit Twenties' and the birth of Alaska's flag
8–17	Benny Benson's winning design
10–11	Feature: Benny Benson
13	Feature: Jesse Lee Mission Home
18–19	Timeline
20–21	List of Entries
22	Bibliography
23	Benny Benson Poem
8–17	Benny Benson's winning design

EIGHT STARS OF GOLD ACTIVITY

ALASKA NATIVE RIGHTS SINCE STATEHOOD

How has the situation in Alaska changed?

Level: High School (grades 9-12)

Background

From the Alaska Purchase of 1867, it took 89 years for the area to attain statehood in 1959. During that time the people who lived in the district (later a territory) struggled to create a system of government so that they could rule themselves independently. Use of the land and natural resources and the role and rights of the indigenous Native peoples were among the important issues with which people wrestled. The campaign for statehood peaked in 1955 with the Alaska constitutional convention, after which voters approved a constitution that took effect upon statehood.

Summary

Students read sections of the *Eight Stars of Gold* exhibit catalog to get a glimpse of the issues of Alaska Native rights and sovereignty prior to statehood. They investigate and research land rights and the conditions of Alaska Natives over the past century and write compare/ contrast papers based on their findings.

Estimated Time

- 50 minutes for initial discussion, followed by 100 – 150 minutes (or two/three class periods) for research and timelines drafting
- 50 minutes for final presentations, and response and evaluation

In this activity students will focus on the following:

Alaska Content Standards

Government and Citizenship

C.3 Understand the constitution of Alaska and the Statehood Compact

C.4 Understand the importance of the historical and current roles of Alaska Native communities

C.7 Understand the obligations that land and resource ownership place on the residents and government of the state

D.3 Understand how national politics are interrelated with the politics and interests of the state

Activities

Step One: Read, summarize and discuss

- Have the students read, "The Alaska Purchase and the steps toward statehood" (Eight Stars of Gold, pp. 5 – 7 and pp. 14 – 17). Ask students to note references to the management of fishing and hunting rights at the time and to any references to Alaska Natives.
- After reading, have several students orally summarize the two sections, including references to land rights and Alaska Natives, and to add any other information they may have about this period of Alaska's history.
- In either a large class format or in smaller groups, have students discuss the questions:

  1. In what ways do absentee business interests still control the state?

  2. To what degree do you think Alaska still has "colonial status?" What would change that status?
- Students should cite specific examples to support their opinions.
- OPTION: Have students write a persuasive essay or debate the two questions.

Step Two: Read and research

- Divide the class into two groups. Each group must choose a reporter who will verbally report to the class the work of the group at a later date. Using the Internet and printed resources, students individually or in pairs within the groups, read and research key events and issues relating to fishing and hunting in Alaska and/or the rights of Alaska Natives. In their reading and research, students should look for any interplay between land rights and the use of the land

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by Alaska Natives and be able to describe those relationships throughout Alaska's history. A good starting point is the exhibit catalog that they just read and the on-line state historical newspaper archive.

- Group 1: Research the rights and responsibilities of Alaska Natives from 1900 – present. Draft a timeline of significant events in the history of Alaska Natives .
- Group 2: Research the management of fishing and hunting rights in Alaska from 1900 – present. Draft a general 100-year timeline of the management of fishing and hunting rights in the state.
- Both groups should write key events in a summary form on the group's timeline. The key events can be political, economic, social and/or environmental. Explanations of why selected events are key events should also accompany the timeline. Students can attach the explanations with index cards, a printout, a written key, etc.

Step Three: Report and evaluate presentations

- After investigating and noting key events, a reporter for one group presents the timeline and the rationale for why each of the key events on the timeline is there. Members of the other group then ask questions to clarify or extend the points made by the presenting group. Any questions that the group cannot answer are noted on the board or chart paper for future research and inquiry.
- The second group then presents and answers questions.

Assessment

Individuals use the Oral Presentation Scoring Guide to evaluate their own and others' work. The teacher evaluations summarizes and provides feedback to each group.

Materials

- Chart paper and markers for timeline
- Oral Presentation Scoring Guide

Vocabulary

sovereignty n. Supreme power, especially over a body politic; enjoying autonomy

Resources

Exhibit catalog: Spartz, India. *Eight Stars of Gold: The Story of Alaska's Flag.* Juneau: Alaska State Museum, 2001.

Alaska Geographic Alliance
www.ak-geo-alliance.org/
This excellent resource for research about Alaska includes maps, charts, and data in a format easily understood by students.

Alaska Newspaper Project
www.library.state.ak.us/hist/newspaper.html

McPhee, John. *Coming Into the Country.* New York: Farrar, Straus and Giroux, 1976.
This book has opinions and analyses of issues relating to land rights in Alaska, pp. 17 -21 and 83 -87

For a historical look at Alaska Natives:

Alaska's Gold
www.library.state.ak.us/goldrush
This database has primary source documents with lessons about Alaska's Lode. It is a searchable database with over 3,000 documents. Go to Legacy, then "How did the Gold Rush Impact Native Alaskans?" Read, "Can the Land be Shared?" and the laws, the primary source documents that describe a significant case involving the Tanana Indians in 1915.

The Alaska Native Knowledge Network
www.ankn.uaf.edu.
This site provides a searchable database, suitable for students, on all aspects of Native life and history.

Langdon, Steve. *The Native People of Alaska.* Anchorage: Greatland Graphics, 1993. ISBN 92-074225 The introduction and chapter seven provide a good source for student research. This excellent book provides a complete chapter on each Alaska Native Group.

Ritter, Harry. *Alaska's History: The People, Land and Events of the North Country.* Anchorage: Alaska Northwest Books, 1993. ISBN 0-88240-432-6 This is excellent and concise review providing snapshots of key events in Alaska history.

For a historical look at the history of hunting and fishing rights:

ANCSA: 1971
www.alaskool.org/projects/subsistence/timeline/ANCSA.htm

Frequently Asked Questions about Alaska: a historical timeline
http://sled.alaska.edu/akfaq/akchron.html

Legal History of the Subsistence Issue
www.akrepublicans.org/Ogansubsistence.htm

Native American fishing rights
www.indians.org/library/bibf.html

Native Americans and the Environment
www.cnie.org/NAE/arctic.html

Oral Presentation Scoring Guide: Grades 3-12

SCORING: Speakers may receive any score from 1 to 5 in each of the seven dimensions when the speech shows characteristics from more than one column. For example: A speaker's ideas and content may "show clear purpose" (5), but have "skimpy supporting details" (3); thus the rating would be a 4 for ideas and content. (Sitka School District: Oral Checklist, 11/25/96)

DIMENSION \ SCORE	1	3	5
IDEAS/CONTENT	❑ Purpose unclear ❑ Central idea lacking ❑ Little/no knowledge of topic ❑ Details missing	❑ Purpose reasonably clear ❑ Ideas could be more insightful ❑ Knowledge of topic limited ❑ Skimpy supporting details	❑ Clear purpose ❑ Ideas conveyed in original, insightful manner ❑ Knows topic well ❑ Effective amount of detail ❑ Holds readers' attention
ORGANIZATION	❑ Little sense of direction or sequence ❑ Details, events do not relate to topic ❑ No clear beginning or ending ❑ No transitions	❑ Ideas/details in sequence ❑ Details missing ❑ Weak start or finish ❑ Some transitions missing	❑ Details fit, sequence effective ❑ Details enhance listeners' interest ❑ Strong intro/satisfying conclusion ❑ Transitions work well
RAPPORT	❑ Little effort to deal w/topic ❑ Tone inappropriate for both audience interest and/or level of knowledge	❑ Tries to deal honestly with topic ❑ Style/tone may or may not be appropriate to audience interest and/or level of knowledge	❑ Honest, sincere, cares for topic ❑ Style and tone capitalize on audience interest and level of knowledge ❑ Speaks directly to listener
LANGUAGE SKILLS	❑ Limited vocabulary ❑ Incomplete thoughts make it hard to understand and follow	❑ Adequate, but ordinary vocabulary ❑ Awkward wording occasionally make understanding unclear	❑ Accurate, interesting vocabulary appropriate to topic ❑ Wording is full, rich, enhances understanding ❑ Eloquent, smooth, natural sentence structure
PHYSICAL DELIVERY	❑ Delivery distracting, posture and movement ❑ Minimal or absent eye contact	❑ Some nervous gestures, stiff, tense or too relaxed ❑ Sporadic eye contact or with only one person	❑ Relaxed posture, confident ❑ Maintains eye contact w/audience
VOCAL DELIVERY	❑ Enunciation, volume or pacing a problem ❑ Difficult to hear or understand ❑ Monotone ❑ Frequent pauses ❑ Difficult to follow	❑ Generally uses appropriate enunciation, volume, pacing ❑ Sometimes difficult to understand ❑ Ordinary inflection ❑ Random pauses ❑ Some gap fillers ("um," "er," etc.)	❑ Enunciates clearly, effective volume, pacing ❑ Easily understood ❑ Inflection conveys emotion and enhances meaning ❑ Pauses to collect thoughts or build suspense ❑ Easy to follow
VISUALS	❑ Visual aid is present ❑ Does not show careful preparation ❑ May be unrelated to topic	❑ Visual aid adds meaning ❑ Preparation is adequate ❑ Visual aid is somewhat related to presentation	❑ Visual aid enhances presentation ❑ Carefully prepared ❑ Interesting, appropriate to topic

EIGHT STARS OF GOLD ACTIVITY

FLAG SONGS AND ANTHEMS

Level: High School (grades 9-12)

Background

Benny Benson's 1927 award-winning flag design inspired Marie Drake, the secretary to the Commissioner of Education, to compose a patriotic poem to accompany the flag as the Alaska territory moved toward statehood. Years later, in 1938, Elinor Dusenberry composed music for the poem, so that singing a flag song could further inspire Alaskans to continue to actively pursue statehood status. It would take another 21 years before President Eisenhower proclaimed Alaska the 49th state of the United States.

Marie Drake and Elinor Dusenbury with Franklin Butte (at piano) singing sheet music to Alaska's Flag. ASL 001-3831

Summary

Students research flag songs and anthems used around the world in different historical contexts. They listen to diverse anthems/flag songs, including Alaska's flag song, and consider the connections between songs, flags, and national character and image. They then write lyrics for another verse of Alaska's flag song which reflects the current character of the state.

Estimated Time

150 minutes (3 class periods) + homework/research time

In this activity students will focus on the following:

Alaska Content Standards

English/Language Arts

A.7 Communicate ideas using varied tools of electronic technology

B.3 Relate what is heard to the world and other experiences

Arts

B.7 Explore similarities and differences in arts of world cultures

C.2 Examine historical and contemporary works of art

Activities

Step One: Music research and listening

- Individually or in small groups, research national and/or regional flag songs and anthems, using the Internet, records, CD-ROMs and/or CDs. (Students might want to choose the country of their ancestors, a country they would like to visit someday, or one that interests them for some other personal reason.)
- When each student or small group has located several samples from different locations and/or time periods, they should record them and bring the recorded songs to class so that others in the group or class can listen to them. At the same time, each student or group should also select one personal musical favorite, to use later as a counter-point, to compare with the flag song.

Step Two: Compare and contrast, discuss musical selections

- In small groups, and then as a class, discuss the emotions that certain songs/anthems evoke, considering the following questions:
  - How do they make you feel?
  - What is the difference between a flag song and an anthem?
  - Which songs/anthems are best remembered?
  - What is it about the musical quality of them that makes them memorable?
  - Does the anthem of a country reflect what you know about the people and cultures of that place? If not, why not?
  - What culture(s) does the song seem to reflect?

- Each individual or small group should then play its song of choice for the rest of the group. After each song is played, have a brief discussion, considering the musical features of the song.
- Compare and contrast each group's pair of songs, the flag song or an anthem, and the song of choice. Describe the differences.
- Listen to the recording of *Alaska's Flag*, sung by Lieutenant Governor Fran Ulmer, while looking at the flag of Alaska. Note and discuss as a group the degree to which the song refers to the symbols in the flag.
- Listen to one of the sample flag songs/anthems and look at the flag from that region or country. To what degree do the references in the songs refer to the symbols on the flags of other regions/countries? Which of the samples seemed to have the strongest connections between the music, the visual symbol, and what is known of the country itself?

Step Three: Compose a new song for Alaska

- Examine the sheet music/lyrics of Alaska's flag song. Read page 15 of the exhibit catalog which describes the origin of the lyrics to Alaska's flag song.
- Individually or in pairs, compose another verse for Alaska's flag song. The original poem was written sixty years ago when the state was much different. Students should make the new poetic verse reflect what they think are key characteristics of the state today.

OPTION: Compose a musical adaptation of Alaska's flag song, adding the new lyrics, and perform for the class.

NOTE: In the 1960s Carol Beery Davis wrote a second verse to Alaska's flag song at the suggestion of the Alaska Native Brotherhood and Sisterhood. In 1986, then Representative, Fran Ulmer sponsored House Bill 117 adopting the second verse. The verse passed the House, but stalled in the Senate. For a copy of the words and more information go to: www.gov.state.ak.us/ltgov/history/Alaska'sflag.html

Assessment

Present new poetic verse to peers, explaining its symbolism.

Materials/Resources

- Audio equipment (for classroom listening)
- Access to CD players or computers so that students can use Internet resources
- Copy of lyrics to Alaska's Flag song (See back of exhibit catalog or www.gov.state.ak.us/ltgov/historyAlaska's flag.html)
- Exhibit catalog: Spartz, India. *Eight Stars of Gold: The Story of Alaska's Flag.* Juneau: Alaska State Museum, 2001.

Websites

CopCity
www.copcity.com/anthems
Click on Anthems and Flags of Nations of the World
American Flag, US Anthem, State Flags, Patriotic Songs
www.imagesoft.net/flags/usstate1.html

Flags of the World
www.fotw.net/flags/index.html
This is a complete website about flag history around the world, run by volunteers of the Vexillological Association.

Vocabulary

anthem n. A song or hymn of praise or gladness

vexillology n. Study of flags

EIGHT STARS OF GOLD ACTIVITY

FLAGS - ART OR 'ART'?

Can a flag be 'Art'?

Level: High School (grades 9-12)

"The flag is lyrically simple, the most beautiful of all American flags."

John McPhee, Coming Into the Country, 1976, p. 387

Studying flags provides an opportunity to wrestle with the age-old question, "What is art?"

Natalia Kashevaroff's entry, Juneau, Alaska, MS 14-1-3-42

Summary

Students consider varied definitions for what makes 'Art', and consider common criteria. They examine a sampling of flags from various times and places. In a persuasive essay they then defend or refute the idea that flags can be considered 'Art', citing definitions and examples to defend their position.

Estimated Time

150 minutes + homework, should the drafting of the essay be assigned as such

** This activity would be most pertinent close to a state or national holiday when flags are prominently displayed.*

In this activity students will focus on the following:

Alaska Content Standards

Arts

C.1 Know the criteria used to evaluate the arts

D.2 Discuss what makes an object a work of art

D.4 Listen to another individual's beliefs about a work of art and consider the individual's reasons for holding those beliefs

Technology

B.1 Identify and locate information sources using technology

B.2 Choose sources of information from a variety of media

English/Language Arts

A.4. Write well to inform and persuade

A.6 When appropriate, use visual techniques to communicate ideas

D. 1 Develop a position by identifying, analyzing, and synthesizing a variety of pertinent sources of information

D. 3 Give credit and cite references as appropriate

Activities

Step One: Research and select a definition of 'Art'

- Students will research and define what 'Art' is. Have them start with a fast-write, giving their own definition of art. Pass out the 'What is Art' handout. Tell students they can begin their research with the handout and must then find at least two additional sources that define art. Good sources include: Internet, library texts, reference books, encyclopedias, dictionaries, art criticism books, essays about the fine arts, etc. During their reading and research they should select and write down at least two definitions of what they think constitutes 'Art' (with a capital A). Each definition should include a citation of the author(s) and the date/time period when it was written. Encourage students to include additional interesting information about the author or the definition.
- In a class discussion have students share their two definitions and the reasons for selecting them. Discuss the varied definitions of what makes a work of art. Consider: Which definitions seem more contextual – rooted in their particular time period – and which seem more universal and timeless? Which are broadest in scope, able to encompass a range of art forms? Which are most easily understood? Which definitions were crafted by artists? If not artists, who were the authors, and what their roles with the arts? Consider who you would cite as authorities in the field. Consider how long the definition was held important by the public as "the definition" and/or how widespread the definition was circulated.
- As a class, select the definitions that seem most true to the group. List any reasoning/rationale for the choices, cited from the class discussion.
- Post the class definitions for all to see and consider.

Step Two: Discuss and research flag designs as art

- Brainstorm the nature of flags, their symbolic representations, and their multiple uses/functions. (e.g., nautical, heraldic, national, tribal)
- Individually, or in pairs or small groups, select a time frame, region of the world, or human interaction where flags were used. Students research samples of flags from the area/time selected, using the Internet and other library resources. (See Resources)
- Each student or pair of students should assemble at least six examples from their research, using scanning, photocopying or drawings of the flags.
- After reviewing them, individuals or pairs should select one that they like the best, keeping in mind the previous class discussion and personal reflection on the definitions of art.

Step Three: Write a persuasive essay and defend position

- Students write at least a one page persuasive essay on whether the flag selected could be considered 'Art' with a capital A, using other examples as points of comparison to defend their position.

Assessment

Using the persuasive essay as background, students participate in an informal debate on the question, "Can flags be considered 'Art'? Why or why not?" Complete a self-reflection on your part in the debate and use the sample Scoring Guide, or another like it, to evaluate the presentations of your peers.

Materials

What is 'Art'? Handout
Debate Scoring Guide (sample)

Resources

Exhibit catalog: Spartz, India. *Eight Stars of Gold: The Story of Alaska's Flag*. Juneau: Alaska State Museum, 2001.

Gardner, Howard. *The Arts and Human Development*. New York, NY: BasicBooks, 1994. ISBN 0-465-00440-7

Henri, Robert. *The Art Spirit*. Boulder, Colorado: Westview Press, 1923.

Flags of the World
www.fotw.net/flags/index.html

Native American Tribe flags
http://users.aol.com/Donh523/navapage/indexdbs.htm

Flags of the 19th and 20th Centuries
http://home01.wxs.nl/_marksens
Click on alphabetical index listing

Flags of the Nations
www.fortunecity.com/victorian/crayon/1098/index.html

House Flags of the U.S. Navy Ships
http://home.sprintmail.com/~ibasigs/
Click on Ship Listings

World Flags
www.geographicorg/flags
This source also gives information such as maps, climate, geography, and country facts. Click on "easy flag identifiers" for an approach to analyzing flag designs.

Artcyclopedia
www.artcyclopedia.com/
Search "All Posters" link and use "Flag Artists" as your key phrase. (33 items can be found)

Vocabulary

aesthetics n. pl. The philosophy of art and beauty
conceptual art n. Art rooted in an idea or general notion

WHAT IS 'ART'?

Ideas and opinions about art from a variety of sources.

★ In the State Standards a listing of the criteria used to evaluate works of art includes: craftsmanship, function, organization, originality, technique, and theme. The Standards also list things to be considered when examining works of art: use of basic elements and principles of art, meaning and intent of the artist.

Alaska State Content Standards

★ "As soon as a real artist finds out what art is, the more is he likely to feel the need of keeping silent about it, and about himself in connection with it."

American artist Marsden Hartley, 1928

★ "The aesthetic involves an attempt to communicate. It is deliberate, intentional. The artist fashions something that would have an effect on someone else.... Artists seek to recreate, comment on, or react against aspects of the world or facets of subjective experience, vivifying them or an audience rather than reducing them to fundamentals."

The Arts and Human Development,
by Howard Gardner, 1994

★ "Art tends towards balance, order, judgment of relative values (color values), the laws of growth, the economy of living..."

The Art Spirit by Robert Henri, 1923

★ 'Art' to be meaningful, must be exclusive and inclusive. It must exclude some objects in the world from being art, else the word comes to be a synonym for "everything"(or perhaps even more). It must also include some objects as art, with admission to that group characterized by consideration or "testing."

"Why Define Art?" by David E.W. Fenner,
Journal of Aesthetic Education,
Vol. 28, No.1, spring, 1994

★ "...In order to learn about art it is necessary to become familiar with examples of art. It follows that in order to learn about the concept 'art' it is necessary to become familiar with concepts associated with it and that this can be achieved most effectively through exposure to visual exemplars, combined with verbal information.

"Commentaries – Adolescents' conception of the concept of 'art'"
By Richard Hickman,
Journal of Aesthetic Education,
Vol. 34, No.1, 2000

★ "Every element in the picture will be constructive, of an idea, and expressive of an emotion. Every factor in the painting will have beauty because in its place in the organization it is doing its living part. It will be living line, living form, living color."

"Letter to the Class"
Art Students League, 1915
Lecture by Robert Henri

★ Dan Deroux, an Alaska artist, uses the following three concepts in his on-line art course for students.

Concept 1

"It has been suggested that art museums and concert halls are gymnasiums where people stretch and exercise their consciousness on works of art."

Concept 2

A variety of definitions of art:

skill	fineness and complexity of execution, cunning or craft – as in "artful dodger"
artifice	something done to or added to, artificial rather than real
beauty	pleasure, sensual quality of things (color, shape, sound)
order or harmonizing	organizing, shaping, pattern working, interpreting, giving unity
innovation	exploration, originality, creation, invention, imagination, revising the old order, surprise
the urge to beautify	embellish, adorn, decorate
self-expression	personal view of the world
communication	information, symbolizing in a special way
make-believe	fantasy, illusion
heightened	emotion, entertainment, ecstasy
existence	extraordinary experience

Concept 3

The definition of art is not held in all societies. In some cultures there is no word for art – but what we call "art" does exist in those societies.

DEBATE SCORING GUIDE

5

Speaker presents a respectful and appropriate appearance

Speaker demonstrates an excellent understanding of the subject matter

Speaker responds exceptionally well to opposing arguments

Speaker demonstrates mastery of speech components: volume, pacing, eye contact, posture, tone

Speaker adheres to time guidelines and is excellently prepared

4

Speaker presents a respectful and appropriate appearance

Speaker demonstrates an above average understanding of the subject matter

Speaker responds very well to opposing arguments

Speaker demonstrates above average understanding of speech components: volume, pacing, eye contact, posture, tone

Speaker adheres to time guidelines and is well prepared

3

Speaker presents a respectful appearance

Speaker demonstrates an average understanding of the subject matter

Speaker responds adequately to opposing arguments

Speaker demonstrates average understanding of speech components though may demonstrate a marked weakness in one or more areas

Speaker may adhere to time guidelines and is adequately prepared

2

Speaker may not present an appropriate appearance

Speaker demonstrates a below average understanding of the subject matter

Speaker may struggle in responding to opposing arguments

Speaker does not demonstrate understanding of speech components with weaknesses in several areas

Presentation indicates that time and preparation are minimal

1

Appearance is not adequate

Speaker demonstrates little to no understanding of the subject matter

Speaker responds ineffectively to opposing arguments

Speaker generally has poor speaking skills with little attention to components

Preparation is not apparent

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